Accreditation Report

Veterans Park Elementary School

Fayette County

Amy McVey, Principal
4351 Clearwater Way
Lexington, KY 40515

TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

Gap Reduction Plan 2014-2015

VPE CSIP 2013-2014 with Progress Notes

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Veterans Park Elementary opened in 1997. The facility is located on the south side of Lexington in Veterans Park. The school enrolls 635 students in grades K-5. Our student population includes 83.2% White, 4.5% African-American, 2.8% Hispanic, and 7.2% Asian. 17.1% of our students qualify for free-and-reduced lunch, 9.8% of our students are special needs, and 7.6% are English language learners. We have an award winning PTA, 2014-2016 National PTA School of Excellence, with over fifty standing committees and routinely achieve our membership goal of one member for every student.

Parent volunteers work in all areas of the school from the cafeteria to the classrooms with over seven thousand hours of service logged annually.

Our program provides a high quality instructional program for children in grades kindergarten through five along with in-depth reading, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, guidance, library, music, physical education, science lab and Chinese on a weekly basis. Through the school's computer network system, every computer has access to the internet, creating an opportunity for electronic research, communication and publishing to take place from any location on site. Every classroom is equipped with SMART technology and we currently have five mobile labs in addition to our technology and media center labs. Thanks to financial support from VPE PTA, iPads have been added to our technology resources with one iPad for every classroom as well as sets of iPads for use with small groups or whole classes available in the library for checkout. With guided instruction, students are taught to use this state-of-the-art technology as a practical tool in all academic areas. The tradition of excellence at Veterans Park Elementary is built on a strong intentional foundation of positive school climate, culture, high expectations, teamwork, and parent involvement. Our intentional culture and climate building take place on a daily basis to assure accountability and success for all students in an inspiring atmosphere for teachers, student and families.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Veterans Park Elementary School is to provide an education which ensures that all students become critical, creative thinkers; independent, lifelong learners; and active, responsible citizens through a shared commitment of the home, school and community. It is our vision that Veterans Park Elementary School be a place characterized by a caring, open and flexible environment, with teachers as leaders, empowered to make instructional decisions, with the principal as a leader for leaders, and with students as self-assured learners being challenged to greater achievement through an individualized and equitable program. This program will be one that emphasizes knowledge and the critical thinking skills necessary for making decisions in our world today. The school is a place in which the dignity of the individual is paramount, and in which people of all ages, preschool through senior citizen, work as a team to ensure that learning occurs. We believe: that high expectations improve student achievement; that an emphasis on 21st century skills will better prepare each child for the future; that an equitable education for each child is essential; that education should be designed to meet the unique needs of the child and be compatible with what we know of his/her physical, mental, social, and emotional patterns of growth; that the child, as an individual, should be the paramount concern of every teacher; that, in order to build strong self-image, each child should have the opportunity to meet with continuing success and to move at his/her best possible rate of progress through the expected levels of achievement; that maximum educational achievement is best accomplished in a safe environment, which provides well-defined guidelines of behavior, consistently enforced through the cooperative efforts of teacher, child, parent, and school leaders; that the total program should help the child understand his/her world and aid in development of good human relationships through a concern and respect for others.

Students at Veterans Park Elementary have a variety of performance based opportunities. Students at every level participate in the state PTA Reflections contest. Students in grades 3 & 4 compete in the school Science Fair while fifth graders participate in an annual History Fair with winners moving on to compete at the district level. Upper primary and intermediate Academic Teams compete in district matches. Students may also choose to compete in the school-wide and district Battle of the Books competition. Extracurricular activities at Veterans Park Elementary enhance our academic program. Activities available to VPE student include: chorus, band, orchestra, Chinese chorus, Battle of the Books, Academic Team, Regional Science and History Fairs, Student Advisory Council, Recycling Team, Safety Patrol, Robotics, book clubs, Art, Physical Education, writing, and STEM clubs. After school club opportunities have been reorganized to optimize student interest in education with more than 50% of our students participating in clubs.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Veterans Park Elementary remains in the top ten, K-5 schools in the state of Kentucky and the top K-5 school in the district. Many notable achievements contribute to this rating:
KPREP Data shows a 100 NAPD calculation in reading, math, social studies, science and language mechanics. The KPREP data also shows 79.1% of students scoring proficient/distinguished in math and 84.4% proficient/distinguished in reading. The GAP group data in reading, math, science and writing has shown an increase from 2012-13 to 2013-14. The writing achievement within the non-duplicated GAP group made a significant increase of 23.6%. The percent of students scoring proficient/distinguished in writing has been the highest in three years with 66.7% of students scoring proficient/distinguished. These contributing factors make us proud as we receive the designation of School of Distinction with a classification of Distinguished/Progressing.

Consistent with the KPREP data, our MAP data also supports growth in reading and math for all students. Over 87% of students in all grade levels made measurable growth in reading based on the Spring 2014 MAP data. Math MAP data shows greater than 98% of students in all grade levels making measurable growth.

An area of improvement that has had concentrated focus in the last three years is our ever-developing process of Multi-Tiered System of Supports (MTSS.) With the use of AIMSweb data, interventionists, a closer look at Tier 1,2 & 3 data, a deeper understanding of research based intervention and professional development in Systematic Problem Solving, structures are in place to support student needs and ensure success of all students.

Areas for improvement, identified through data, committee/staff feedback, parent, student and staff surveys and program review evidence might include:

-the need for common assessments, as well as multiple types of assessments to establish consistent expectations of standards achievement and formative assessment measures, especially in math
- consistent process for student use of timely, effective feedback, especially in the area of writing
- structures developed for peer observation, peer coaching and leadership opportunities, development
- invitation to parents in the development of the VPE purpose statement review and revision
- communication to parents of the various ways students engage in differentiated instruction
- use of vertical teams to look at content standard expectations through all grades

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

"Watch Us Shine" is our school motto and a goal that we strive to meet daily. We work together to ensure that every student shines with success. Veterans Park Elementary students, PTA and our staff are an award winning group including the National No Child Left Behind Blue Ribbon School Award 2008; 8 National Board Certified Teachers, National PTA School of Excellence 2014-2016, District FAME Awards, Southeastern Regional Association of Teacher Educators Professional Development Award and the AdvancED Excellence in Education Award presented to our principal in 2011 as well as numerous district, state and national PTA program awards. We also realize it is not the staff working alone that makes a difference with our students. It is only when everyone involved - families,community, students, teachers and staff - all work together that we can truly accomplish great things.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength include the commitment and process from all staff in the review, revision and focus in creating the purpose statement and continuously remaining focused on the student. Many of the staff responses to the "What do you like best about our school?" included comments like: "...the entire faculty is always looking for ways of improving student achievement," and "The whole school is involved in the planning and running of the school." This speaks to the commitment of shared values and beliefs, grades K-5 homeroom teachers, special area teachers, support staff, classified staff and any adult involved in achieving VPE goals and focus on the purpose of what we do every day. The school improvement plans are developed with the strength of involving every stakeholder through the various meetings, including parent members on SBDM Council and SBDM committees.

Two-way communication happens via various media and has been identified a strength in the parent survey responses. However, the two-way communication regarding the school's purpose statement could use improvement by working to gather input from parents and students. The staff reviews, analyzes, discusses and revises the purpose statement every year in August. The parent student input is not as systematic as it could be in the development and revision process.

Communication is key when sustaining the strong sense of community and focus on commitment of the student. The structures in place to communicate information regarding instructional practices, student achievement and collaboration among peers is strong and constantly being planned and discussed in a long term perspective to filter and deliver information according to school happenings.

This successful structure can be used to look at Standard 1, indicator 1.1, to see how parents and student input could be gathered and used to strengthen our purpose statement.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of noted strength include the policies in place, but more importantly, the process used to update, revise and really look at the policies that impact student achievement. Each SBDM committee is assigned policies to review, give input and report back to the SBDM Council to ensure that the policies are pertinent to effective instruction, challenging learning experiences and a safe environment. SBDM members participate in trainings to support the needs and purpose of the Council. Another strength is the way leadership at the school level support and celebrate "innovation, collaboration, shared leadership and professional growth."

An area needing improvement, evidenced by the staff survey, is the outside requirements put on teachers with the TPGES implementation. While governance and leadership cannot change requirements, the need to look at ways to improve this area of need will be continuously evaluated by feedback, surveys of professional development and training in the implementation process, and the use of time so that leadership at the school level can help by looking at ways for a better balance.

To sustain the areas of strength, especially leadership supporting innovation, shared leadership and professional growth within our VPE community, the instructional practices that are successful, that are working with our students will continue to be shared as leaders in the building come to the forefront in these special areas. Leadership will grow as those that are finding the balance in TPGES, student achievement and social/emotional well-being of students share and teach others in the building and district.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths for Veterans Park Elementary in the Teaching and Assessing for Learning standard include use of newly developed district curriculum maps, weekly team meetings to adjust curriculum and review learning expectations, monthly vertical team planning to address instructional strategies K-5 to gain perspective of the thinking skills involved as students progress through the grades. KPREP and MAP data is also analyzed to identify increasing and decreasing trends in student achievement, both as a school and as individual teachers through achievement conferences. To sustain these areas of strength, the current structures and procedures will continue along with implementation of innovative, collaborative ideas brought forth by all involved.

Areas of improvement are identified in the area of accountability and assessment development. The Writing Program Review and Primary (K-3) Program Review both identify needs in the area of providing timely, effective feedback to students. Addressing this area will improve the process that provides students with feedback about their learning, (indicator 3.6.)   The first step in addressing this identified need is to better develop our writing policy and have healthy discussion on what teacher accountability looks like in regards to feedback and its purpose This need is identified in the staff survey as well the Student Achievement Committee discussion of policy. The use of data to guide instruction needs to be more inclusive to allow grade level common assessments, in addition to KPREP, MAP and intervention data, allowing for a closer look at expected standards of performance.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Strengths in this standard are well spoken by the students as they report some of the best things about our school are special classes, clean building, library, computer lab and many more resources and opportunities available at VPE. To sustain this strength, procedures and policies to ensure our arts and humanities, practical living and career studies, as well as other special area classes, continue to have the support needed to keep those positive student perspectives going strong!

An area that needs improvement would be the communication of how VPE individualizes and differentiates instruction in the classroom. There are a few comments from parents in regards to differentiation, and although we as staff know this happens all day, every day, and in every classroom, the parent perception is such that more information is needed. Another comment that addresses an area of improvement relates to indicator 4.6 and 4.7. The parent concern is that of needed resources at the school level for emotional concerns to which VPE could begin looking into how to partner more with the community to strengthen this area. The partnership with community is also an area of need in the program review data.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths in Using Results for Continuous Improvement include a strong, "systematic assessment system that produces data from multiple assessment measures" across all classrooms. Reliability and effectiveness of assessments are often compared to one another to identify consistencies and trends to support instructional changes. Using assessment data is not only used systematically at the Tier 1 level. The VPE Multi Tiered System of Support (RTI) process has grown over the last few years with stronger use of student data, communication of data decisions to all involved as well as studying effective intervention strategies for use.

An area showing a need for improvement refers to indicator 5.3, staff training in evaluation, interpretation and use of data. VPE will look for specific training in this area so we can better use the results of student data to guide increased student achievement. Leadership

opportunities for staff will be fostered as interest in this area of professional development arises.

Report Summary

Scores By Section

Section Score

	Score
Standard 1: Purpose and Direction	3.33
Standard 2: Governance and Leadership	3
Standard 3: Teaching and Assessing for Learning	2.92
Standard 4: Resources and Support Systems	3
Standard 5: Using Results for Continuous Improvement	3
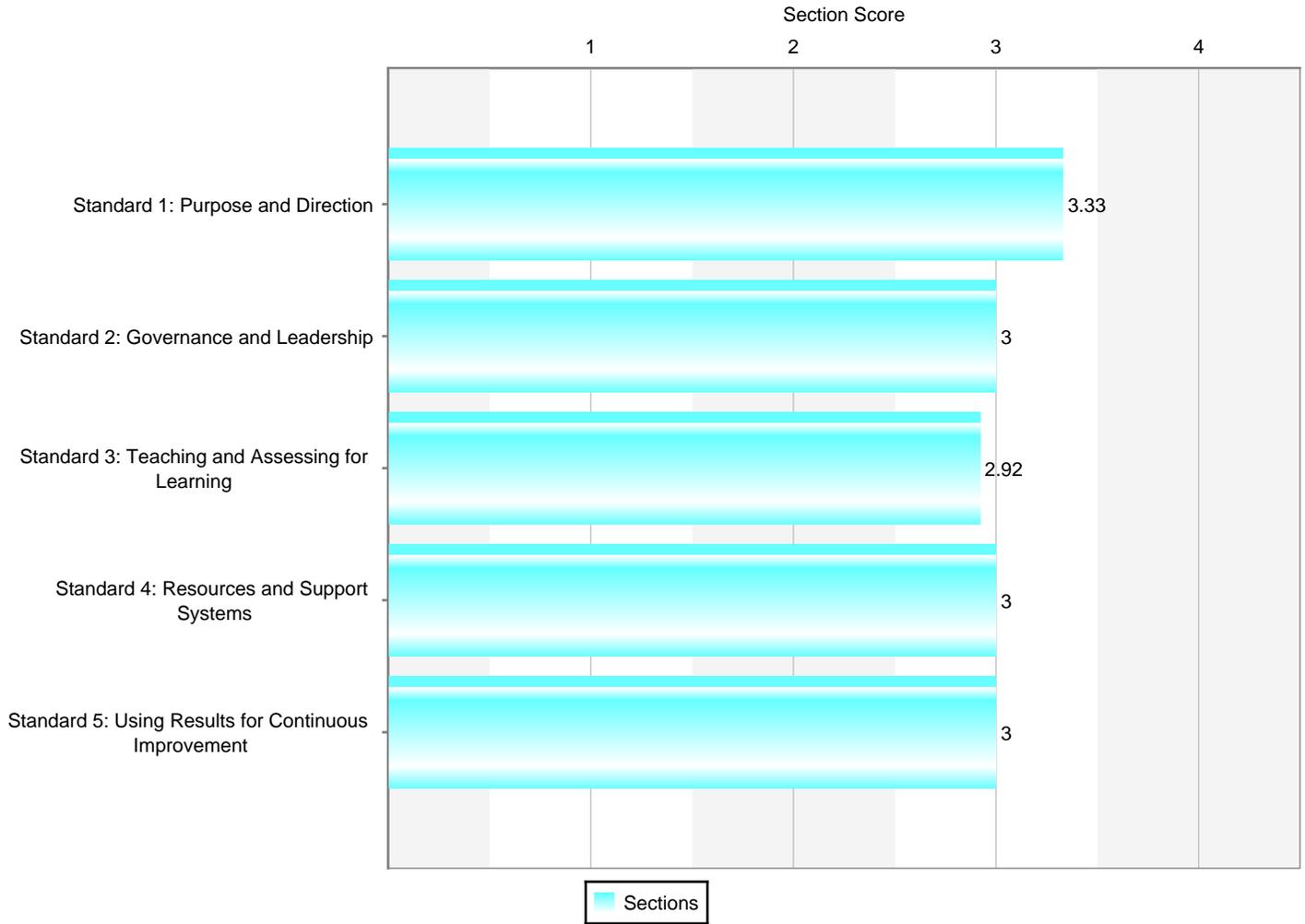
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		VPE STAKEHOLDER FEEDBACK

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The information indicated as overall highest level of satisfaction when staff were surveyed includes:

- VPE's purpose statement is clearly focused on student success

- VPE maintains facilities that support student learning

- school maintains facilities that contribute to a safe environment

- the continuous improvement process based on data, goals, actions, and measures for growth

Parents report the following as the highest level of satisfaction here at VPE:

- high expectations for students in all classes

- providing a safe learning environment

- qualified staff members to support student learning

- adequate supply of learning resources

- student access to a variety of information resources that support learning

Student responses indicate high satisfaction in:

- principal and teachers want every student to learn

- my teachers want me to do my best work

- teachers care about students

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

We are currently working to obtain trend data in this area. In the past, homework in general has proved to be a parent concern. Our homework policy was reviewed and updated. Although we have some positive communication regarding homework, it remains a topic of discussion among staff and parents.

Another area that has been improved over the last three years is the use of varied tools for two-way communication. Many teachers use blogs, twitter, Instagram and webpages to communicate. Several comments from the survey complimented the communication and accessibility of teachers.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Teacher feedback on homework is an ongoing discussion so there is consistency in the concern for making sure homework supports the school's purpose.

We continue to gather data from stakeholders and use the information in formative ways.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest overall level of satisfaction in regards to the staff survey include:

- staff members provide peer coaching to teachers

- use of multiple types of assessments and use of common grading/assessments

The identified lowest overall level of satisfaction based on the parent survey include:

- parent involvement in formally reviewing and revising the school's purpose statement

- communication of how students are graded

- communicating what individualized instruction and learning look like at VPE

Student survey responses give the following responses as the overall lowest level of satisfaction:

- my teachers ask my family to come to school activities

- my principal and teachers ask me what I think about school

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

At this point we do not have comparable trend data. We look forward to using the surveys annually to develop this data.

We do look at data within the PGES system and analyze it to develop growth goals for the administration yearly.

What are the implications for these stakeholder perceptions?

The perception of individualizing instruction needs to be improved. Differentiation and individualization of instruction happens every day, every classroom with all students. However, the parent survey results show an average score of 3.92 out of 5 corresponding with "all of my child's teachers meet his/her learning needs by individualizing instruction." This perception will need to be looked at with discussion from all stakeholders as to how this perception can better match what is happening in the classrooms.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

At this point we do not have comparable trend data. We look forward to using the surveys annually to develop this data.

We do look at data within the PGES system and analyze it to develop growth goals for the administration yearly.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections
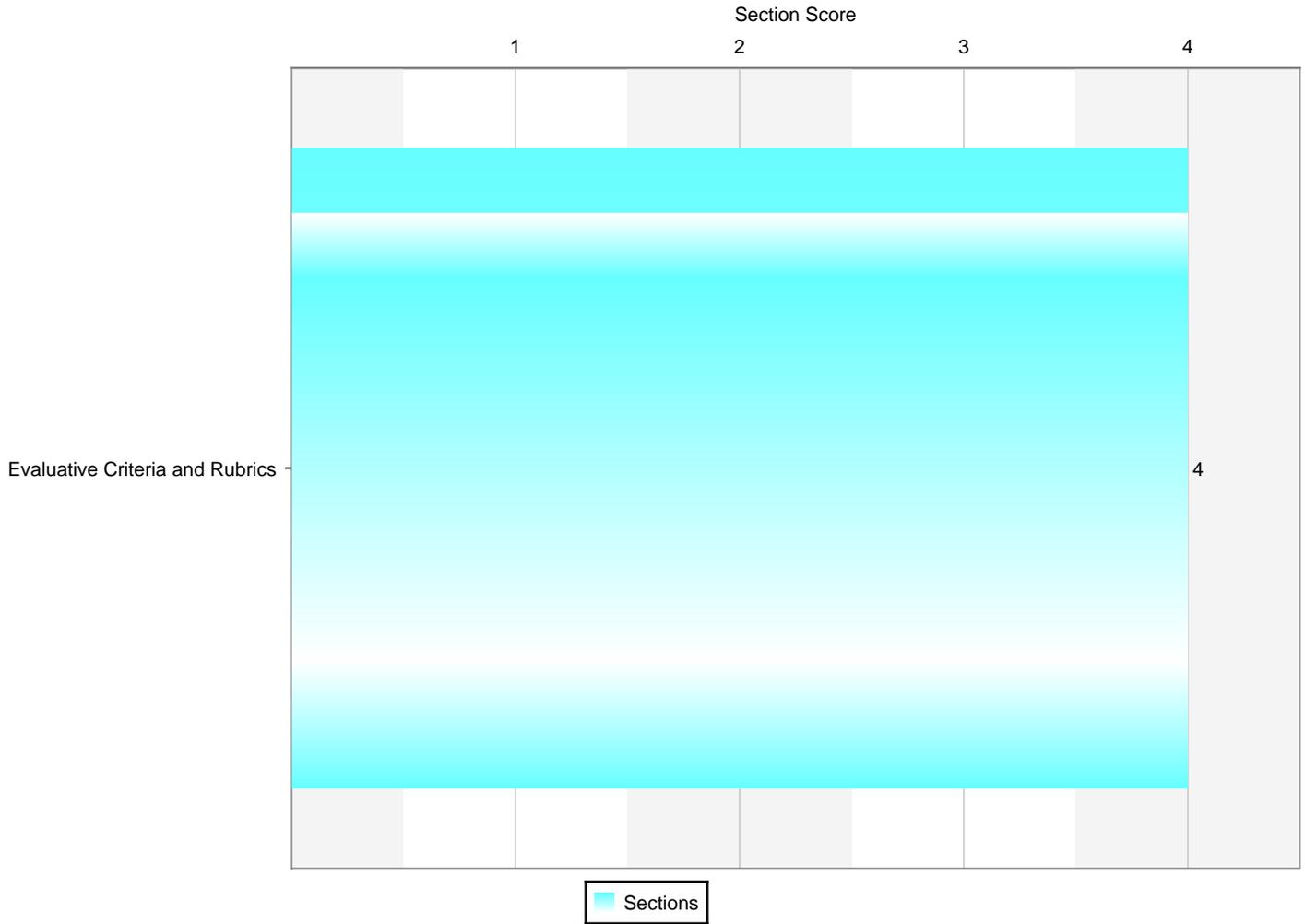
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The overall achievement data from 2013-14 KPREP shows that Veterans Park Elementary is above the expected levels of performance in reading, math, social studies, science and language mechanics with an NAPD score of 100. The end of year MAP data supports this in the area of reading with grades 3-5 being at 75% or greater projected proficiency on MAP.

Describe the area(s) that show a positive trend in performance.

Writing shows a positive trend in performance when looking at two particular sets of data. The first set of data showing a positive trend is the accountability achievement data in writing, with the total percent of proficient and distinguished gaining 4.6% from 2012-13 to 2013-14. The second set of data showing a positive trend is the non-duplicated gap group writing performance level with a 24.8% gain in proficient/distinguished scores. While it is realized that the group tested is all together a different set of students in the fifth grade, the trend is spread across novice, apprentice and proficient/distinguished showing a stronger writing foundation as this identified group of students move through the writing curriculum across grade levels.

Which area(s) indicate the overall highest performance?

Science is an area indicating the highest overall performance with 96% of students scoring proficient/distinguished. This high performance translates to the GAP group as the highest score for the non-duplicated GAP group, with 85.7 percent of this group scoring proficient/distinguished.

Which subgroup(s) show a trend toward increasing performance?

Students qualifying for free/reduced priced meals show a trend, from 2012-13 to 2013-14, toward increasing performance in the areas of:
* reading-8.8% increase
* math-24.2% increase
* science-2.5% increase
Since reading and math are assessed at grades 3-5, this is a substantial growth trend showing an increase in performance with the entire subgroup.

Between which subgroups is the achievement gap closing?

The following subgroups show a closing of the gap in the identified area based on the most recent KPREP data:
READING-African American students, free/reduced priced meal students
MATH- free/reduced price meal students, disability students with an IEP

Which of the above reported findings are consistent with findings from other data sources?

The KPREP data and MAP data in the area of reading and math both show similarities in the number of students projected proficient on MAP and scoring proficient/distinguished on KPREP. The KPREP percent of proficient/distinguished is above the projected proficiency on MAP.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

According to the NAPD calculations, the area of writing is the one area in which we are not 100, even though it was an area identified as having an increased growth trend. The percent proficient/distinguished has improved by 4.6 percent since last year and exceeds the district by 20.2% and the state by 28%.

A better target for areas below expected levels of performance will be concentrated in the subgroups accordingly, within the area of writing, in order to continue the growth trend in writing.

Describe the area(s) that show a negative trend in performance.

Social studies decreased in the number of proficient/distinguished by 5.1%. This is not a trend though due to the increase in scores from 2011-12 to 2012-13 of 3%. This will be an area to focus on with the new social studies standards on the horizon.

Which area(s) indicate the overall lowest performance?

When looking at the overall percent of students scoring proficient/distinguished, writing (66.7) and math (79.1) are the lowest scores. Although our math scores improved from last year, we are still 1.1% away from the number of students scoring proficient/distinguished two years ago, in the year 2011-12.

The writing scores, although the lowest number, increased in the number of students scoring proficient/distinguished by 4.6% with 10.8% distinguished students. This will continue to be an area of focus along with the math.

Which subgroup(s) show a trend toward decreasing performance?

Students with a disability, with IEP, show a decrease in the area of reading based on the KPREP data. African American students show a decrease in the area of math with a 3.1 percent decrease in the number of student scoring proficient/distinguished.

Between which subgroups is the achievement gap becoming greater?

The biggest increase in achievement gap is with African American students in math. The overall growth in math was 3.3% proficient/distinguished whereas there was a 3.1% decrease in the African American subgroup.

Which of the above reported findings are consistent with findings from other data sources?

The MAP data and KPREP data show consistency in the findings. However, there is a slight discrepancy within the MAP data for math. There is a difference in the percent of students meeting their projected growth in math but not meeting their projected target. This discrepancy warrants investigation into the rate of improvement so the gap actually closes as evidenced on the MAP data.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3
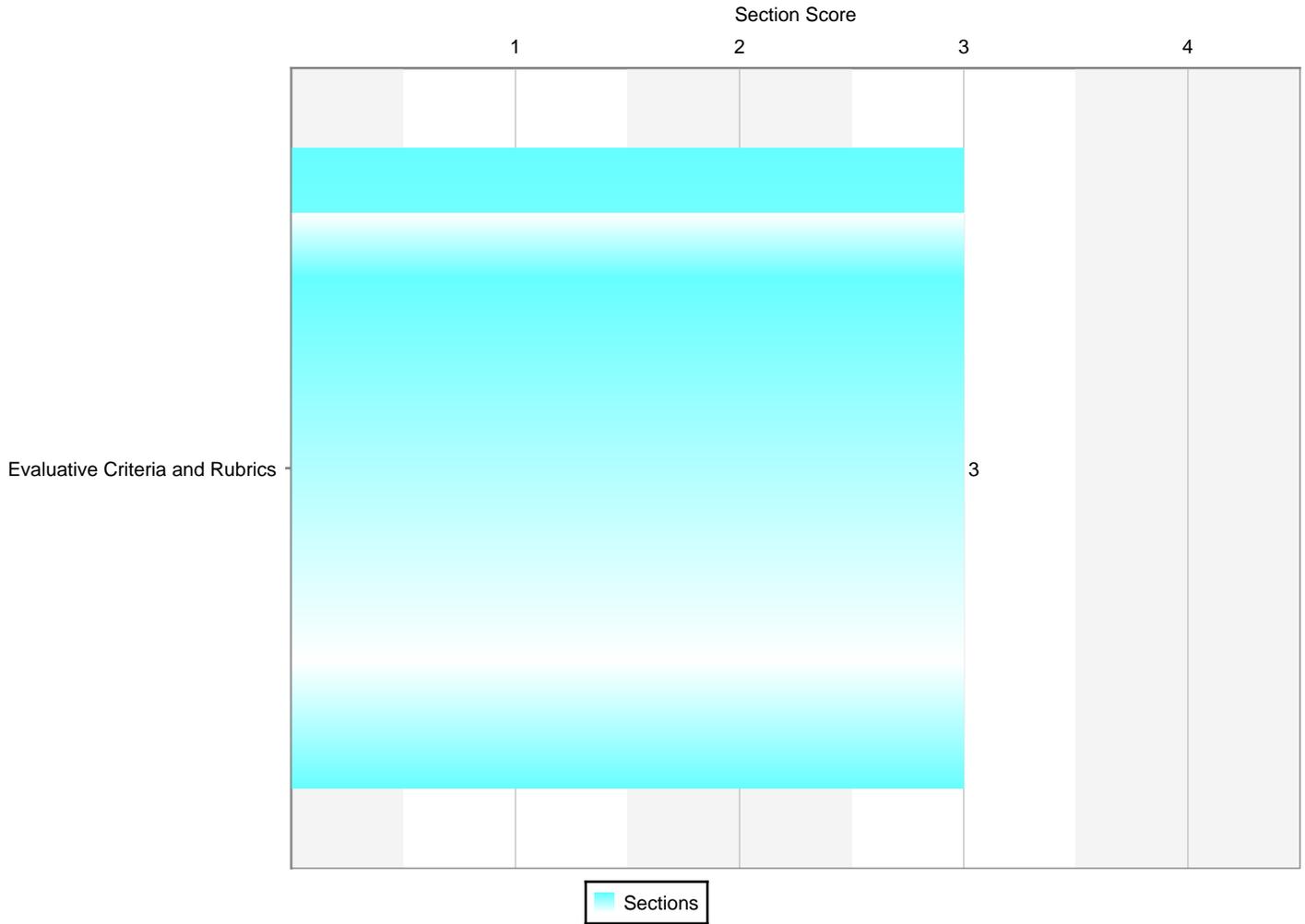
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		Emergency Plan VPE 14-15 EMERGENCY QUICK REF VPE

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Gap Reduction Plan 2014-2015

Overview

Plan Name

Gap Reduction Plan 2014-2015

Plan Description

KDE required report

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading Proficiency for Students with Disabilities	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000
2	Math Proficiency for Students with Disabilities	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	Reading Proficiency for Free/Reduced Lunch Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000
4	Math Proficiency for Free/Reduced Lunch Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	Reading Proficiency for African American Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	Math Proficiency for African American Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
7	By 2020 Veterans Park Elementary will employ professional staff that reflects the diversity of students served by FCPS.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Reading Proficiency for Students with Disabilities

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

58% of Students with Disabilities students will demonstrate a proficiency in Reading in English Language Arts by 06/01/2014 as measured by MAP and KPREP.

Strategy 1:

Specific Professional Development for Special Education Teachers - Teachers will be given professional development to provide a skill set that will enable them to use Orton Gillingham with their students. The Orton-Gillingham Approach is an intensive, sequential phonics-based system that teaches the basics of word formation before whole meanings. The method accommodates and utilizes the three learning modalities, or pathways, through which people learn—visual, auditory and kinesthetic. Unlike some scripted and rigid reading programs, the Orton-Gillingham Approach is a system that allows for flexibility based on students needs identified in formative and summative assessments..

Category:

Research Cited: Orton Gillingham Strategies

Activity - Orton Gillingham Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will attend ongoing district training in the implementation and use of Orton Gillingham.	Professional Learning	07/01/2013	05/31/2014	$1000	Other	Special Education Teachers, PSA, PD Chair

Goal 2: Math Proficiency for Students with Disabilities

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

47% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2014 as measured by MAP and KPREP.

Strategy 1:

Math Differentiation - Teachers of Students with Disabilities will participate in professional development to increase effective differentiation in math.

Category:

Research Cited: "Differentiated mathematics instruction guided by formative assessment,

flexible grouping, targeted instruction, adjusted levels of cognitive demand,

utilization of learning frameworks, and progress monitoring offers us the vehicle

for ensuring that all students have the opportunity to gain a deep understanding

of mathematics."

Taylor-Cox, J. (2008). Differentiating instruction in number & operations and other math

content standards: A guide for ongoing assessment, grouping students, targeting instruction,

adjusting levels of cognitive demand. Portsmouth, NH: Heinemann.

Activity - Drill Down, Analyze and Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/02/2013	06/01/2014	$0	No Funding Required	Principal, PSA, Homeroom Teacher, Special Education Resource Teacher, Intervention Teacher

Goal 3: Reading Proficiency for Free/Reduced Lunch Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

78% of Economically Disadvantaged students will demonstrate a proficiency in Reading in English Language Arts by 05/31/2014 as measured by MAP and KPREP.

Strategy 1:

Specific Professional Development for Intervention Teachers - Teachers will be given professional development to provide a skill set that will enable them to use Orton Gillingham with their students. The Orton-Gillingham Approach is an intensive, sequential phonics-based system teaches the basics of word formation before whole meanings. The method accommodates and utilizes the three learning modalities, or pathways, through which people learn—visual, auditory and kinesthetic. Unlike some scripted and rigid reading programs, the Orton-Gillingham Approach is a system that allows for flexibility based on students needs identified in formative and summative assessments.

Category:

Research Cited: Orton Gillingham Strategies

Activity - Orton Gillingham Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Teachers will attend ongoing district training in the implementation and use of the Orton Gillingham Program.	Professional Learning	07/01/2013	05/31/2014	$1000	Other	Teachers, PSA, PD Chair

Goal 4: Math Proficiency for Free/Reduced Lunch Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

65% of Economically Disadvantaged students will demonstrate a proficiency in Problem Solving in Mathematics by 06/01/2014 as measured by KPREP and MAP.

Strategy 1:

Math Differentiation - Teachers will participate in professional development to increase effective differentiation in math for the identified GAP group.

Category:

Research Cited: "Differentiated mathematics instruction guided by formative assessment,

flexible grouping, targeted instruction, adjusted levels of cognitive demand,

utilization of learning frameworks, and progress monitoring offers us the vehicle

for ensuring that all students have the opportunity to gain a deep understanding

of mathematics."

Taylor-Cox, J. (2008). Differentiating instruction in number & operations and other math

content standards: A guide for ongoing assessment, grouping students, targeting instruction,

adjusting levels of cognitive demand. Portsmouth, NH: Heinemann.

Activity - Drill Down, Analyze and Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/01/2013	06/01/2014	$0	No Funding Required	Principal, PSA, homeroom teachers

Goal 5: Reading Proficiency for African American Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

82% of Black or African-American students will demonstrate a proficiency in Reading in English Language Arts by 06/01/2014 as measured by KPREP and MAP.

Strategy 1:

PLC for Reading - Teachers will participate in a PLC focusing learning and implementing the strategies outlined in the District Reading Initiative with Dr. Ray Reutzel and how to target students in tier II.

Category:

Activity - Primary PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will particpate in monthly PLC to discuss and implement strategies outlined by Dr. Ray Reutzel with tier II identified students in this GAP group.	Professional Learning	06/01/2013	05/31/2014	$0	No Funding Required	Reading Intervention Teachers, PSA, Principal, Homeroom teachers

Goal 6: Math Proficiency for African American Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

75% of Black or African-American students will demonstrate a proficiency in Problem Solving in Mathematics by 06/01/2014 as measured by KPREP and MAP.

Strategy 1:

Math Differentiation - Teachers will participate in professional development to increase effective differentiation in math.

Category:

Research Cited: "Differentiated mathematics instruction guided by formative assessment,

flexible grouping, targeted instruction, adjusted levels of cognitive demand,

utilization of learning frameworks, and progress monitoring offers us the vehicle

for ensuring that all students have the opportunity to gain a deep understanding

of mathematics."

Taylor-Cox, J. (2008). Differentiating instruction in number & operations and other math

content standards: A guide for ongoing assessment, grouping students, targeting instruction,

adjusting levels of cognitive demand. Portsmouth, NH: Heinemann.

Activity - Math Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	10/01/2013	06/01/2014	$0	No Funding Required	PSA, Principal, Homeroom teachers

Goal 7: By 2020 Veterans Park Elementary will employ professional staff that reflects the diversity of students served by FCPS.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflect the diversity of students served by Fayette County Public Schools by 08/03/2020 as measured by staffing reports generated by FCPS Human Resources..

Strategy 1:

Interview Committee Training - VPE will seek research on minority recruitment.

Category:

Research Cited: VPE will seek research on minority recruitment.

Activity - Seek Minority Candidates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all members of the interview committee on minority hiring practices.	Professional Learning	01/06/2014	08/03/2020	$0	No Funding Required	Principal, PSA, interview committee members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Differentiation	Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	10/01/2013	06/01/2014	$0	PSA, Principal, Homeroom teachers
Seek Minority Candidates	Train all members of the interview committee on minority hiring practices.	Professional Learning	01/06/2014	08/03/2020	$0	Principal, PSA, interview committee members
Primary PLC	Teachers will particpate in monthly PLC to discuss and implement strategies outlined by Dr. Ray Reutzel with tier II identified students in this GAP group.	Professional Learning	06/01/2013	05/31/2014	$0	Reading Intervention Teachers, PSA, Principal, Homeroom teachers
Drill Down, Analyze and Target	Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/02/2013	06/01/2014	$0	Principal, PSA, Homeroom Teacher, Special Education Resource Teacher, Intervention Teacher

Drill Down, Analyze and Target	Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/01/2013	06/01/2014	$0	Principal, PSA, homeroom teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Orton Gillingham Training	Intervention Teachers will attend ongoing district training in the implementation and use of the Orton Gillingham Program.	Professional Learning	07/01/2013	05/31/2014	$1000	Teachers, PSA, PD Chair
Orton Gillingham Training	Special education teachers will attend ongoing district training in the implementation and use of Orton Gillingham.	Professional Learning	07/01/2013	05/31/2014	$1000	Special Education Teachers, PSA, PD Chair
				Total	$2000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Specific Professional Development for Special Education Teachers		Surveys are used to collect needs of students and teachers to form professional development activities. Vertical Planning teams with K-5 special education teachers meet monthly to look at content vertically.	September 30, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Special Education Teachers		IEP training was completed in the spring of 14 to develop skills in writing, monitoring and communicating IEP information. Orton Gillingham training and materials will be provided in June for primary and Special Education Teachers.	June 26, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Special Education Teachers		Resource teachers participated in Orton Gillingham training. Resource teachers are now using AIMSweb to progress monitor students and are provided time to plan vertically with each other, provided PD on resources like Learn Zillion to include computer based supplement to direct instruction and feedback is gathered so PD can be planned to meet the needs of their students.	March 27, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	Completed	Orton Gillingham training was completed in June and arrangements are being made to bring the trainer back in the fall for a "Where are we now?" session to help answer questions since implementation of the program.	September 30, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Special Education teachers, along with primary teachers and interventionists, participated in 12 hours of Orton Gillingham training in June. Follow up sessions are being planned for VPE staff as needed when school begins.	June 26, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Resource teachers, along with some classroom teachers and interventionists, attended Orton Gillingham PD sessions.	March 27, 2014	Rebecca Puckett
Strategy	Math Differentiation		Vertical planning teams meet to discuss identified math standards grades K-5 to examine grade level expectations.	September 30, 2014	Rebecca Puckett
Strategy	Math Differentiation		Assessments, interventions and monitoring measures continue to be investigated and discussed to meet the needs of all students.	June 26, 2014	Rebecca Puckett
Strategy	Math Differentiation		Intensive work with math standards has taken place with additional resources modeled and explored. MAP data is used along with formative assessment and weekly data to develop needed instructional targets for student with disabilities.	March 27, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Mathematical Practice Standards are being looked at for ways to structure lessons around these enduring skills. Professional Development is provided each month in staff meetings to model effective strategies.	September 30, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett

Activity	Drill Down, Analyze and Target	In Progress	Data driven instruction takes place through identifying needs, supplementing with concrete and pictorial strategies to target student needs.	March 27, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Intervention Teachers		Kelly Fox, Guidance Counselor, met with intervention teachers and special education teachers to review changes in accommodations and 504 needs.	September 30, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Intervention Teachers		IEP training was completed in the spring of 14 to develop skills in writing, monitoring and communicating IEP information. Orton Gillingham training and materials will be provided in June for primary and Special Education Teachers.	June 26, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Intervention Teachers		High yield strategies are shared, discussed and introduced to increase rate of learning for this gap group	March 27, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Orton Gillingham trainer is being scheduled to come back and do a question/answer session now that the year has started and the strategies learned in June are being implemented.	September 30, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Special Education teachers, along with primary teachers and interventionists, participated in 12 hours of Orton Gillingham training in June. Follow up sessions are being planned for VPE staff as needed when school begins.	June 26, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	John Hattie's research on high yield strategies and training in Orton Gillingham is being used to address needs of students.	March 27, 2014	Rebecca Puckett
Strategy	Math Differentiation		Assessments and interventions are being organized to provide readily available resources for math.	September 30, 2014	Rebecca Puckett
Strategy	Math Differentiation		Assessments, interventions and monitoring measures continue to be investigated and discussed to meet the needs of all students.	June 26, 2014	Rebecca Puckett
Strategy	Math Differentiation		Planning strategies, in depth standards discussions, increased use of concrete manipulatives to teach concepts and time to view standards work from other states is helping know how to differentiate instruction.	March 27, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Teachers and administrators continue to use the list of Drill Down assessments provided by FCPS along with FCPS math rubrics to identify needs of math students.	September 30, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	MAP descartes, formative assessments, MST from district and AIMSweb data is used to target specific needs so intervention and reteaching can be matched to student need.	March 27, 2014	Rebecca Puckett
Strategy	PLC for Reading		Grade level book study results on reading strategies were shared and discussed as to how the content will impact reading instruction.	September 30, 2014	Rebecca Puckett
Strategy	PLC for Reading		Book studies continued through the end of the year including: High Yield Strategies, Word Nerds Vocabualry and Ray Ruetzel Reading Instruction and Assessment. Trends across grade levels were discussed including impact of environment, intentional vocabuary instruction and successful strategies for gap students.	June 26, 2014	Rebecca Puckett

Strategy	PLC for Reading		During team meetings we have participated in book studies to look at achievement research in reading.	March 27, 2014	Rebecca Puckett
Activity	Primary PLC	In Progress	Primary teachers will receive EIR intervention strategies shared by Linda Little, interventionist, to support needs in classroom.	September 30, 2014	Rebecca Puckett
Activity	Primary PLC	In Progress	Proficient reading behaviors, instructional strategies and use of formative assessment were in depth topics of the Ray Ruetzel book study. The book study was completed which means the work is just beginning as implementation of strategies and assessment is including in planning for the upcoming 2014-15 year.	June 26, 2014	Rebecca Puckett
Activity	Primary PLC	In Progress	Research based strategies on reading instruction and assessment is being studied and discussed in depth with the primary Ray Ruetzel book study.	March 27, 2014	Rebecca Puckett
Strategy	Math Differentiation		Staff continues to develop formal and summative assessment resources to guide differentiation in math. FCPS Mathematical Practice rubrics will be utilized as needed.	September 30, 2014	Rebecca Puckett
Strategy	Math Differentiation		Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett
Strategy	Math Differentiation		High yield strategies are researched, shared and discussed to implement in classrooms, small groups and intervention.	March 27, 2014	Rebecca Puckett
Activity	Math Differentiation	In Progress	Beginning year MAP assessments have been used to analyze math data by strand. Information will be used to form small session for staff to help provide resources and strategies.	September 30, 2014	Rebecca Puckett
Activity	Math Differentiation	In Progress	Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett
Activity	Math Differentiation	In Progress	Student data for this gap group is closely monitored and analyzed through Student Achievement conferences, team meetings, MAP data, MAP skills checks, formative assessments and classroom performance so instruction can target identified deficits.	March 27, 2014	Rebecca Puckett
Activity	Seek Minority Candidates	In Progress	Principal will review applicants for any openings to ensure that the interview pool is diverse and reflects the diversity of FCPS students	September 30, 2014	Rebecca Puckett
Activity	Seek Minority Candidates	In Progress	Principal will review applicants for any openings to ensure that the interview pool is diverse and reflects the diversity of FCPS students.	June 26, 2014	Rebecca Puckett
Activity	Seek Minority Candidates	In Progress	Principal will review applicants for any openings to ensure that the interview pool is diverse and reflects the diversity of FCPS students.	March 27, 2014	Rebecca Puckett

VPE CSIP 2013-2014 with Progress Notes

Overview

Plan Name

VPE CSIP 2013-2014 with Progress Notes

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading Proficiency for Students with Disabilities	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000
2	Math Proficiency for Students with Disabilities	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	Reading Proficiency for Free/Reduced Lunch Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000
4	Math Proficiency for Free/Reduced Lunch Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	Reading Proficiency for African American Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	Math Proficiency for African American Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
7	Increase the percentage of effective teachers form _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1060
8	Increase the percentage of effective principals from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
9	Increase Program Review needs improvement areas to proficient.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1000
10	The parents at VPE will increase participation in two-way conversations with the school about student strengths, areas for improvement, learning styles, progress and other concerns about the child.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
11	By 2020 Veterans Park Elementary will employ professional staff that reflects the diversity of students served by FCPS.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Reading Proficiency for Students with Disabilities

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

58% of Students with Disabilities students will demonstrate a proficiency in Reading in English Language Arts by 06/01/2014 as measured by MAP and KPREP.

Strategy 1:

Specific Professional Development for Special Education Teachers - Teachers will be given professional development to provide a skill set that will enable them to use Orton Gillingham with their students. The Orton-Gillingham Approach is an intensive, sequential phonics-based system that teaches the basics of word formation before whole meanings. The method accommodates and utilizes the three learning modalities, or pathways, through which people learn—visual, auditory and kinesthetic. Unlike some scripted and rigid reading programs, the Orton-Gillingham Approach is a system that allows for flexibility based on students needs identified in formative and summative assessments..

Category:

Research Cited: Orton Gillingham Strategies

Activity - Orton Gillingham Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will attend ongoing district training in the implementation and use of Orton Gillingham.	Professional Learning	07/01/2013	05/31/2014	$1000	Other	Special Education Teachers, PSA, PD Chair

Goal 2: Math Proficiency for Students with Disabilities

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

47% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2014 as measured by MAP and KPREP.

Strategy 1:

Math Differentiation - Teachers of Students with Disabilities will participate in professional development to increase effective differentiation in math.

Category:

Research Cited: "Differentiated mathematics instruction guided by formative assessment,

flexible grouping, targeted instruction, adjusted levels of cognitive demand,

utilization of learning frameworks, and progress monitoring offers us the vehicle

for ensuring that all students have the opportunity to gain a deep understanding

of mathematics."

Taylor-Cox, J. (2008). Differentiating instruction in number & operations and other math

content standards: A guide for ongoing assessment, grouping students, targeting instruction,

adjusting levels of cognitive demand. Portsmouth, NH: Heinemann.

Activity - Drill Down, Analyze and Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/02/2013	06/01/2014	$0	No Funding Required	Principal, PSA, Homeroom Teacher, Special Education Resource Teacher, Intervention Teacher

Goal 3: Reading Proficiency for Free/Reduced Lunch Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

78% of Economically Disadvantaged students will demonstrate a proficiency in Reading in English Language Arts by 05/31/2014 as measured by MAP and KPREP.

Strategy 1:

Specific Professional Development for Intervention Teachers - Teachers will be given professional development to provide a skill set that will enable them to use Orton Gillingham with their students. The Orton-Gillingham Approach is an intensive, sequential phonics-based system teaches the basics of word formation before whole meanings. The method accommodates and utilizes the three learning modalities, or pathways, through which people learn—visual, auditory and kinesthetic. Unlike some scripted and rigid reading programs, the Orton-Gillingham Approach is a system that allows for flexibility based on students needs identified in formative and summative assessments.

Category:

Research Cited: Orton Gillingham Strategies

Activity - Orton Gillingham Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Teachers will attend ongoing district training in the implementation and use of the Orton Gillingham Program.	Professional Learning	07/01/2013	05/31/2014	$1000	Other	Teachers, PSA, PD Chair

Goal 4: Math Proficiency for Free/Reduced Lunch Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

65% of Economically Disadvantaged students will demonstrate a proficiency in Problem Solving in Mathematics by 06/01/2014 as measured by KPREP and MAP.

Strategy 1:

Math Differentiation - Teachers will participate in professional development to increase effective differentiation in math for the identified GAP group.

Category:

Research Cited: "Differentiated mathematics instruction guided by formative assessment,

flexible grouping, targeted instruction, adjusted levels of cognitive demand,

utilization of learning frameworks, and progress monitoring offers us the vehicle

for ensuring that all students have the opportunity to gain a deep understanding

of mathematics."

Taylor-Cox, J. (2008). Differentiating instruction in number & operations and other math

content standards: A guide for ongoing assessment, grouping students, targeting instruction,

adjusting levels of cognitive demand. Portsmouth, NH: Heinemann.

Activity - Drill Down, Analyze and Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/01/2013	06/01/2014	$0	No Funding Required	Principal, PSA, homeroom teachers

Goal 5: Reading Proficiency for African American Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

82% of Black or African-American students will demonstrate a proficiency in Reading in English Language Arts by 06/01/2014 as measured by KPREP and MAP.

Strategy 1:

PLC for Reading - Teachers will participate in a PLC focusing learning and implementing the strategies outlined in the District Reading Initiative with Dr. Ray Reutzel and how to target students in tier II.

Category:

Activity - Primary PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will particpate in monthly PLC to discuss and implement strategies outlined by Dr. Ray Reutzel with tier II identified students in this GAP group.	Professional Learning	06/01/2013	05/31/2014	$0	No Funding Required	Reading Intervention Teachers, PSA, Principal, Homeroom teachers

Goal 6: Math Proficiency for African American Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

75% of Black or African-American students will demonstrate a proficiency in Problem Solving in Mathematics by 06/01/2014 as measured by KPREP and MAP.

Strategy 1:

Math Differentiation - Teachers will participate in professional development to increase effective differentiation in math.

Category:

Research Cited: "Differentiated mathematics instruction guided by formative assessment,

flexible grouping, targeted instruction, adjusted levels of cognitive demand,

utilization of learning frameworks, and progress monitoring offers us the vehicle

for ensuring that all students have the opportunity to gain a deep understanding

of mathematics."

Taylor-Cox, J. (2008). Differentiating instruction in number & operations and other math

content standards: A guide for ongoing assessment, grouping students, targeting instruction,

adjusting levels of cognitive demand. Portsmouth, NH: Heinemann.

Activity - Math Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	10/01/2013	06/01/2014	$0	No Funding Required	PSA, Principal, Homeroom teachers

Goal 7: Increase the percentage of effective teachers form _____% in 2015 to _____% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been recieved from first year of implentation. by 06/01/2020 as measured by Professional Growth and Effectiveness System.

Strategy 1:

Implementation of Teacher Professional Growth and Effectiveness System - The Professional Growth and Effectiveness system was created as a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth. The PGES for teachers is comprised of: observation, peer observation, reflection, professional growth, student growth and student voice as measures for effectiveness. A common language and understanding of effective teaching is the foundation of this system. Kentucky has adopted the Framework for Teaching which is based on the work of Charlotte Danielson. The framework includes the following indicators of effective teaching in five domains of practice: planning and preparation, classroom environment, instruction, professional responsibilities and student growth.

Category:

Research Cited: The work of Charlotte Danielson and the MET study

Activity - TPGES TEACHER TRAINING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers for the implementation of the 2014-2015 statewide Teacher Professional Growth Effectiveness System (TPGES). •Present modules to explain the Kentucky Framework for Teaching (FfT) and the Teacher Professional Growth and Effectiveness System (TPGES) to teachers. •Allocate time for teachers to meet monthly for the purpose of understanding the underlying themes of the FfT. •Participate in KDE PGES webcasts, Instructional Leadership Support Network and Kentucky Leadership Association meetings, and Lync sessions.	Professional Learning	08/01/2013	05/31/2014	$200	School Council Funds	Principal, PSA, Teachers

Activity - Principal Knowledge of FfT and TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Acquire knowledge of the FfT and TPGES. • Participate in support sessions for principals, led by district leaders to practice supervisor observations through the TeachScape certification process. • Obtain observer certification from TeachScape in order to perform teacher observations.	Professional Learning	01/01/2013	12/20/2013	$360	General Fund	Principal, District Staff

Activity - Additonal Teacher and Principal Support for TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers during TPGES implementation. • Review principal/teacher responsibilities. • Provide a timeline for implementation. • Deliver differentiated support to teachers implementing TPGES. • Review peer observer responsibilities. • Ensure peer observers have been trained using the KET peer observation module • Train teachers in the use of CIITS, with focus on the Educator Development Suite and PD 360 resources.	Professional Learning	07/01/2014	05/31/2015	$500	District Funding	Principal, PSA, District Staff

Goal 8: Increase the percentage of effective principals from ___% in 2015 to ___% in 2020.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been received from first year of implementation. by 06/01/2020 as measured by Professional Growth and Effectiveness System.

Strategy 1:

Implementation of Principal Professional Growth and Effectiveness System - The Principal Professional Growth and Effectiveness System (PPGES) was developed by Dr. James Stronge. The uniform performance standards used in this system provide a balance between structure and flexibility. The goal is to support the continuous growth and development of each principal by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Category:

Research Cited: Charlotte Danielson, James Stronge

Activity - Principal Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The principal will participate in Professional Learning opportunities for PPGES components and expectations which will cover:
* Performance Standards as drivers for Professional Growth
* Student Growth Goal Development
* Professional Growth Goal Setting based on Self-reflection and student need
* Val-Ed 360 administration and results usage
* TELL Kentucky Survey administration and results usage | Professional Learning | 08/05/2013 | 05/29/2015 | $0 | District Funding | Superintendent, Academic Chief, Directors, TLT Team, Principal |

Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will complete the PPGES PD 360 module.	Professional Learning	08/13/2013	07/01/2014	$0	No Funding Required	Principal

Activity - Develop Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with Superintendent Designee, the principal will develop a Professional Growth Plan: * self-reflection * student growth needs * TELL working conditions goal and rubric to identify levels of success * Professional Growth Plan	Professional Learning	08/13/2014	09/01/2014	$0	No Funding Required	School Directors, Principal

Activity - Implement and Monitor Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Professional Growth Plan and monitor on-going progress of goals.	Professional Learning	08/01/2014	09/01/2015	$0	No Funding Required	School Directors, Principals

Activity - Formative Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of two observations per year by the superintendent designee will be completed for the purpose of: * Formative review of success in performance standards * Formative review of student growth goal attainment * Formative review of attainment of working conditions goal (TELL) * Formative review of PGP implementation	Professional Learning	08/01/2014	05/01/2015	$0	No Funding Required	School Directors, Principals

Goal 9: Increase Program Review needs improvement areas to proficient.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the overall score on the Wrting Program Review from 7.8 to 8.0 or greater by 05/31/2015 as measured by program review scores are released by KDE.

Strategy 1:

Writing Progam Development - Teachers will research, develop and implement a schoolwide writing curriculum using rubrics and student self assessment and support by the school writing plan and SBDM writing policy.

Category:

Research Cited: Work of Lucy Calkins, Rick Stiggins and CASL strategies

Activity - Rubric Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team and teachers in monthly team and staff meetings will: develop grade level specific criteria for student rubrics; develop schoolwide monthly focus on specific writing traits; analyze student writing based on monthly focus	Professional Learning	11/01/2013	05/31/2015	$1000	Other	Leadership Team, Grade Level Chairs, Program Review Writing Committee, and teachers

Activity - Student Self Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team and identified teachers will provide models of successful student self assessment instructional strategies for wrting during monthly meetings; teachers will focus on teaching students to reflect and improve using the identified, school-wide writing trait as a common ground for assessment; teachers with support from the Leadership Team will analyze students reflections and develop next steps.	Professional Learning	11/01/2013	05/31/2015	$0	No Funding Required	Leadership team, teachers

Activity - Writing Policy and Plan Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Program Review Committee will review the current writing plan and SBDM policy; The committee will gather feedback from staff, analyze current KPREP scores and recommend changes to the plan and policy for SBDM approval.	Policy and Process	12/01/2013	05/31/2015	$0	No Funding Required	Writing Program Review Committee, School Improvement Plan Committee, and SBDM

Goal 10: The parents at VPE will increase participation in two-way conversations with the school about student strengths, areas for improvement, learning styles, progress and other concerns about the child.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase two-way communication by 06/01/2015 as measured by PTA School of Excellence Family Survey.

Strategy 1:

Student Led Conferencing - Teachers currently using student led-conferencing will share successes, procedures and important details with other staff.

Category:

Research Cited: Education Week "found that student-led conferences do a better job of meeting the needs of the young adolescent and increasing student-parent communication. They give students, parents, and teachers a better picture of who the student is, what he or she has achieved, and what the student's future goals may be." Using student-led conferences is also a suggested strategy from the PTA School of Excellence to increase two-way communications.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers having experience with student let conferences will create a professional learning community with those that are interested in using this strategy for two-way communication. Time will be spent guiding, sharing and preparing for the student led conferences.	Professional Learning	01/01/2014	06/02/2014	$0	No Funding Required	Teachers currently using student-led conferencing and those teachers interested in implementing student led conferences.

Goal 11: By 2020 Veterans Park Elementary will employ professional staff that reflects the diversity of students served by FCPS.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflect the diversity of students served by Fayette County Public Schools by 08/03/2020 as measured by staffing reports generated by FCPS Human Resources..

Strategy 1:

Interview Committee Training - VPE will seek research on minority recruitment.

Category:

Research Cited: VPE will seek research on minority recruitment.

Activity - Seek Minority Candidates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all members of the interview committee on minority hiring practices.	Professional Learning	01/06/2014	08/03/2020	$0	No Funding Required	Principal, PSA, interview committee members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC	Teachers having experience with student let conferences will create a professional learning community with those that are interested in using this strategy for two-way communication. Time will be spent guiding, sharing and preparing for the student led conferences.	Professional Learning	01/01/2014	06/02/2014	$0	Teachers currently using student-led conferencing and those teachers interested in implementing student led conferences.
Primary PLC	Teachers will particpate in monthly PLC to discuss and implement strategies outlined by Dr. Ray Reutzel with tier II identified students in this GAP group.	Professional Learning	06/01/2013	05/31/2014	$0	Reading Intervention Teachers, PSA, Principal, Homeroom teachers
Student Self Assessment	The Leadership Team and identified teachers will provide models of successful student self assessment instructional strategies for wrting during monthly meetings; teachers will focus on teaching students to reflect and improve using the identified, school-wide writing trait as a common ground for assessment; teachers with support from the Leadership Team will analyze students reflections and develop next steps.	Professional Learning	11/01/2013	05/31/2015	$0	Leadership team, teachers
Math Differentiation	Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	10/01/2013	06/01/2014	$0	PSA, Principal, Homeroom teachers

Writing Policy and Plan Review	Writing Program Review Committee will review the current writing plan and SBDM policy; The committee will gather feedback from staff, analyze current KPREP scores and recommend changes to the plan and policy for SBDM approval.	Policy and Process	12/01/2013	05/31/2015	$0	Writing Program Review Committee, School Improvement Plan Committee, and SBDM
Drill Down, Analyze and Target	Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/01/2013	06/01/2014	$0	Principal, PSA, homeroom teachers
Seek Minority Candidates	Train all members of the interview committee on minority hiring practices.	Professional Learning	01/06/2014	08/03/2020	$0	Principal, PSA, interview committee members
Formative Review	A minimum of two observations per year by the superintendent designee will be completed for the purpose of: * Formative review of success in performance standards * Formative review of student growth goal attainment * Formative review of attainment of working conditions goal (TELL) * Formative review of PGP implementation	Professional Learning	08/01/2014	05/01/2015	$0	School Directors, Principals
Drill Down, Analyze and Target	Teachers will participate in focused discussion groups and professional development, learning how to use MST, MAP Des Cartes and other diagnostic tools to identify specific needs as well as learning to utilize the AIMSweb data to check for effectiveness of research based strategies used with each student in this GAP group. Teachers will also meet monthly to discuss and reflect on implemented strategies used while looking for new strategies to match identified needs.	Professional Learning	09/02/2013	06/01/2014	$0	Principal, PSA, Homeroom Teacher, Special Education Resource Teacher, Intervention Teacher
Implement and Monitor Professional Growth Plan	Implement Professional Growth Plan and monitor on-going progress of goals.	Professional Learning	08/01/2014	09/01/2015	$0	School Directors, Principals
PPGES PD 360	The principal will complete the PPGES PD 360 module.	Professional Learning	08/13/2013	07/01/2014	$0	Principal

Develop Professional Growth Plan	In collaboration with Superintendent Designee, the principal will develop a Professional Growth Plan: * self-reflection * student growth needs * TELL working conditions goal and rubric to identify levels of success * Professional Growth Plan	Professional Learning	08/13/2014	09/01/2014	$0	School Directors, Principal
			Total		$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Professional Learning	The principal will participate in Professional Learning opportunities for PPGES components and expectations which will cover: * Performance Standards as drivers for Professional Growth * Student Growth Goal Development * Professional Growth Goal Setting based on Self-reflection and student need * Val-Ed 360 administration and results usage * TELL Kentucky Survey administration and results usage	Professional Learning	08/05/2013	05/29/2015	$0	Superintendent, Academic Chief, Directors, TLT Team, Principal
Additonal Teacher and Principal Support for TPGES	Support teachers during TPGES implementation. • Review principal/teacher responsibilities. • Provide a timeline for implementation. • Deliver differentiated support to teachers implementing TPGES. • Review peer observer responsibilities. • Ensure peer observers have been trained using the KET peer observation module • Train teachers in the use of CIITS, with focus on the Educator Development Suite and PD 360 resources.	Professional Learning	07/01/2014	05/31/2015	$500	Principal, PSA, District Staff
			Total		$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Orton Gillingham Training	Intervention Teachers will attend ongoing district training in the implementation and use of the Orton Gillingham Program.	Professional Learning	07/01/2013	05/31/2014	$1000	Teachers, PSA, PD Chair
Orton Gillingham Training	Special education teachers will attend ongoing district training in the implementation and use of Orton Gillingham.	Professional Learning	07/01/2013	05/31/2014	$1000	Special Education Teachers, PSA, PD Chair

Rubric Development	The leadership team and teachers in monthly team and staff meetings will: develop grade level specific criteria for student rubrics; develop schoolwide monthly focus on specific writing traits; analyze student writing based on monthly focus	Professional Learning	11/01/2013	05/31/2015	$1000	Leadership Team, Grade Level Chairs, Program Review Writing Committee, and teachers
				Total	$3000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Knowledge of FfT and TPGES	Acquire knowledge of the FfT and TPGES. • Participate in support sessions for principals, led by district leaders to practice supervisor observations through the TeachScape certification process. • Obtain observer certification from TeachScape in order to perform teacher observations.	Professional Learning	01/01/2013	12/20/2013	$360	Principal, District Staff
				Total	$360	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES TEACHER TRAINING	Train teachers for the implementation of the 2014-2015 statewide Teacher Professional Growth Effectiveness System (TPGES). •Present modules to explain the Kentucky Framework for Teaching (FfT) and the Teacher Professional Growth and Effectiveness System (TPGES) to teachers. •Allocate time for teachers to meet monthly for the purpose of understanding the underlying themes of the FfT. •Participate in KDE PGES webcasts, Instructional Leadership Support Network and Kentucky Leadership Association meetings, and Lync sessions.	Professional Learning	08/01/2013	05/31/2014	$200	Principal, PSA, Teachers
				Total	$200	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Specific Professional Development for Special Education Teachers		Surveys are used to collect needs of students and teachers to form professional development activities. Vertical Planning teams with K-5 special education teachers meet monthly to look at content vertically.	September 30, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Special Education Teachers		IEP training was completed in the spring of 14 to develop skills in writing, monitoring and communicating IEP information. Orton Gillingham training and materials will be provided in June for primary and Special Education Teachers.	June 26, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Special Education Teachers		Resource teachers participated in Orton Gillingham training. Resource teachers are now using AIMSweb to progress monitor students and are provided time to plan vertically with each other, provided PD on resources like Learn Zillion to include computer based supplement to direct instruction and feedback is gathered so PD can be planned to meet the needs of their students.	March 27, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	Completed	Orton Gillingham training was completed in June and arrangements are being made to bring the trainer back in the fall for a "Where are we now?" session to help answer questions since implementation of the program.	September 30, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Special Education teachers, along with primary teachers and interventionists, participated in 12 hours of Orton Gillingham training in June. Follow up sessions are being planned for VPE staff as needed when school begins.	June 26, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Resource teachers, along with some classroom teachers and interventionists, attended Orton Gillingham PD sessions.	March 27, 2014	Rebecca Puckett
Strategy	Math Differentiation		Vertical planning teams meet to discuss identified math standards grades K-5 to examine grade level expectations.	September 30, 2014	Rebecca Puckett
Strategy	Math Differentiation		Assessments, interventions and monitoring measures continue to be investigated and discussed to meet the needs of all students.	June 26, 2014	Rebecca Puckett
Strategy	Math Differentiation		Intensive work with math standards has taken place with additional resources modeled and explored. MAP data is used along with formative assessment and weekly data to develop needed instructional targets for student with disabilities.	March 27, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Mathematical Practice Standards are being looked at for ways to structure lessons around these enduring skills. Professional Development is provided each month in staff meetings to model effective strategies.	September 30, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett

Activity	Drill Down, Analyze and Target	In Progress	Data driven instruction takes place through identifying needs, supplementing with concrete and pictorial strategies to target student needs.	March 27, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Intervention Teachers		Kelly Fox, Guidance Counselor, met with intervention teachers and special education teachers to review changes in accommodations and 504 needs.	September 30, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Intervention Teachers		IEP training was completed in the spring of 14 to develop skills in writing, monitoring and communicating IEP information. Orton Gillingham training and materials will be provided in June for primary and Special Education Teachers.	June 26, 2014	Rebecca Puckett
Strategy	Specific Professional Development for Intervention Teachers		High yield strategies are shared, discussed and introduced to increase rate of learning for this gap group	March 27, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Orton Gillingham trainer is being scheduled to come back and do a question/answer session now that the year has started and the strategies learned in June are being implemented.	September 30, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	Special Education teachers, along with primary teachers and interventionists, participated in 12 hours of Orton Gillingham training in June. Follow up sessions are being planned for VPE staff as needed when school begins.	June 26, 2014	Rebecca Puckett
Activity	Orton Gillingham Training	In Progress	John Hattie's research on high yield strategies and training in Orton Gillingham is being used to address needs of students.	March 27, 2014	Rebecca Puckett
Strategy	Math Differentiation		Assessments and interventions are being organized to provide readily available resources for math.	September 30, 2014	Rebecca Puckett
Strategy	Math Differentiation		Assessments, interventions and monitoring measures continue to be investigated and discussed to meet the needs of all students.	June 26, 2014	Rebecca Puckett
Strategy	Math Differentiation		Planning strategies, in depth standards discussions, increased use of concrete manipulatives to teach concepts and time to view standards work from other states is helping know how to differentiate instruction.	March 27, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Teachers and administrators continue to use the list of Drill Down assessments provided by FCPS along with FCPS math rubrics to identify needs of math students.	September 30, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett
Activity	Drill Down, Analyze and Target	In Progress	MAP descartes, formative assessments, MST from district and AIMSweb data is used to target specific needs so intervention and reteaching can be matched to student need.	March 27, 2014	Rebecca Puckett
Strategy	PLC for Reading		Grade level book study results on reading strategies were shared and discussed as to how the content will impact reading instruction.	September 30, 2014	Rebecca Puckett
Strategy	PLC for Reading		Book studies continued through the end of the year including: High Yield Strategies, Word Nerds Vocabualry and Ray Ruetzel Reading Instruction and Assessment. Trends across grade levels were discussed including impact of environment, intentional vocabuary instruction and successful strategies for gap students.	June 26, 2014	Rebecca Puckett

Strategy	PLC for Reading		During team meetings we have participated in book studies to look at achievement research in reading.	March 27, 2014	Rebecca Puckett
Activity	Primary PLC	In Progress	Primary teachers will receive EIR intervention strategies shared by Linda Little, interventionist, to support needs in classroom.	September 30, 2014	Rebecca Puckett
Activity	Primary PLC	In Progress	Proficient reading behaviors, instructional strategies and use of formative assessment were in depth topics of the Ray Ruetzel book study. The book study was completed which means the work is just beginning as implementation of strategies and assessment is including in planning for the upcoming 2014-15 year.	June 26, 2014	Rebecca Puckett
Activity	Primary PLC	In Progress	Research based strategies on reading instruction and assessment is being studied and discussed in depth with the primary Ray Ruetzel book study.	March 27, 2014	Rebecca Puckett
Strategy	Math Differentiation		Staff continues to develop formal and summative assessment resources to guide differentiation in math. FCPS Mathematical Practice rubrics will be utilized as needed.	September 30, 2014	Rebecca Puckett
Strategy	Math Differentiation		Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett
Strategy	Math Differentiation		High yield strategies are researched, shared and discussed to implement in classrooms, small groups and intervention.	March 27, 2014	Rebecca Puckett
Activity	Math Differentiation	In Progress	Beginning year MAP assessments have been used to analyze math data by strand. Information will be used to form small session for staff to help provide resources and strategies.	September 30, 2014	Rebecca Puckett
Activity	Math Differentiation	In Progress	Staff continues to search for specific assessments to identify exact deficit in math in order to provide the most targeted intervention needed. Monitoring measures outside of AIMSweb are also being looked at for data use.	June 26, 2014	Rebecca Puckett
Activity	Math Differentiation	In Progress	Student data for this gap group is closely monitored and analyzed through Student Achievement conferences, team meetings, MAP data, MAP skills checks, formative assessments and classroom performance so instruction can target identified deficits.	March 27, 2014	Rebecca Puckett
Activity	Additonal Teacher and Principal Support for TPGES	In Progress	Teachers participate in district trainings and PLCs to build a support system as teachers work through the TPGES system. Information is shared when appropriate to the task.	September 30, 2014	Rebecca Puckett
Activity	Additonal Teacher and Principal Support for TPGES	Not Applicable	begins next year	June 26, 2014	Rebecca Puckett
Activity	Additonal Teacher and Principal Support for TPGES	Not Applicable	beginning next year	March 27, 2014	Rebecca Puckett
Activity	Principal Knowledge of FfT and TPGES	In Progress	Principal continues to organize information presented from state and district for effective delivery to staff.	September 30, 2014	Rebecca Puckett
Activity	Principal Knowledge of FfT and TPGES	Not Applicable	begins next year	June 26, 2014	Rebecca Puckett
Activity	Principal Knowledge of FfT and TPGES	Not Applicable	beginning next year	March 27, 2014	Rebecca Puckett

Activity	TPGES TEACHER TRAINING	In Progress	TPGES training takes place in full staff meetings, team meetings, grade level meetings, as well as individual conferences with teachers. Evidence of indicators is modeled, highlighted and shared throughout every month.	September 30, 2014	Rebecca Puckett
Activity	TPGES TEACHER TRAINING	Not Applicable	begins next year	June 26, 2014	Rebecca Puckett
Activity	TPGES TEACHER TRAINING	Not Applicable	beginning next year	March 27, 2014	Rebecca Puckett
Activity	Develop Professional Growth Plan	Not Applicable	future	June 26, 2014	Rebecca Puckett
Activity	Develop Professional Growth Plan	Not Applicable	future	March 27, 2014	Rebecca Puckett
Activity	Formative Review	Not Applicable	future	June 26, 2014	Rebecca Puckett
Activity	Formative Review	Not Applicable	future	March 27, 2014	Rebecca Puckett
Activity	Implement and Monitor Professional Growth Plan	Not Applicable	future	June 26, 2014	Rebecca Puckett
Activity	Implement and Monitor Professional Growth Plan	Not Applicable	future	March 27, 2014	Rebecca Puckett
Activity	Principal Professional Learning	Not Applicable	future	June 26, 2014	Rebecca Puckett
Activity	Principal Professional Learning	Not Applicable	future	March 27, 2014	Rebecca Puckett
Activity	PPGES PD 360	Not Applicable	future	June 26, 2014	Rebecca Puckett
Activity	PPGES PD 360	Not Applicable	future	March 27, 2014	Rebecca Puckett
Strategy	Writing Progam Development		Staff is using Vertical Team Planning time once a month to look at writing expectations K-5. Standards discussions take place with in depth detail of how writing looks at each grade level.	September 30, 2014	Rebecca Puckett
Strategy	Writing Progam Development		Staff continues to adjust as writing needs are aligned with new district curriculum maps.	June 26, 2014	Rebecca Puckett
Strategy	Writing Progam Development		Student Achievement Committee, Writing Program Review Chairperson, PSA and principal collaborate to implement and model instructional strategies to address areas scored Needs Improvement on the Writing Program Review.	March 27, 2014	Rebecca Puckett
Activity	Writing Policy and Plan Review	In Progress	The Student Achievement Committee, grade level chairs and staff continue to look at our writing policy and areas for improvement.	September 30, 2014	Rebecca Puckett
Activity	Writing Policy and Plan Review	In Progress	The Student Achievement Committee will be looking into ways of increasing effective writing instruction based on data and feedback from our Writing Program Review. The committee, consisting of members from every grade level, will work to implement a sequential plan of writing traits that aligns with the topics/units in the newly implemented disctrict curriculum maps.	June 26, 2014	Rebecca Puckett

Activity	Writing Policy and Plan Review	In Progress	As updates are made to the Writing Program Review, plans are beginning to be made as to any changes needed in the Writing Policy.	March 27, 2014	Rebecca Puckett
Activity	Student Self Assessment	In Progress	TPGES framework is being used to guide teachers in using student self assessment to guide instructional needs.	September 30, 2014	Rebecca Puckett
Activity	Student Self Assessment	In Progress	As teachers begin using TPGES as a framework to increase effective teaching habits, student self assessment is an intentional focus in the area of writing.	June 26, 2014	Rebecca Puckett
Activity	Student Self Assessment	In Progress	Discussion has begun in the area of student self assessment as it relates to TPGES.	March 27, 2014	Rebecca Puckett
Activity	Rubric Development	In Progress	Vertical Teams are reviewing writing rubrics given by FCPS to use school wide. These are the LDC Writing Rubrics, staff is in the reviewing process.	September 30, 2014	Rebecca Puckett
Activity	Rubric Development	In Progress	Discussion continues with more direction as the curriculum maps are implemented with ELA units developed around writing standards. Student feedback/peer evaluation, along with student use of rubrics, will be a focus of writing standards implementation.	June 26, 2014	Rebecca Puckett
Activity	Rubric Development	In Progress	Organization of process and structure as to how we will begin developing student friendly, usable rubric has begun as discussion.	March 27, 2014	Rebecca Puckett
Strategy	Student Led Conferencing		Student Led Conferencing continues to improve with the addition of MAP Student Goal Setting strategies. Teachers are using more goal setting with resources provided by MAP.	September 30, 2014	Rebecca Puckett
Strategy	Student Led Conferencing		The Student Led Conferencing process is ever growing and improving with discussion and feedback from families, students and teachers.	June 26, 2014	Rebecca Puckett
Strategy	Student Led Conferencing		Teachers electing to participate in Student-Led Conferencing have mapped out a plan and organized documents that structure student self assessment of MAP scores, classroom behavior, work ethic and standards knowledge.	March 27, 2014	Rebecca Puckett
Activity	PLC	In Progress	Celebrations of Student Goal Setting have been shared in team meetings, grade level meetings and connections to TPGES Exemplary Indicators is pointed out in various meeting settings.	September 30, 2014	Rebecca Puckett
Activity	PLC	In Progress	Collaboration continues in sharing of successes, challenges and process of Student Led Conferencing at VPE.	June 26, 2014	Rebecca Puckett
Activity	PLC	In Progress	Teachers that have done student led conferences in the past have invited those interested in using it this year as a two way communication method to organizational meetings and discussion. The process used to walk students through the planning of the conference includes identifying student strengths, areas for improvement, learning styles, concerns, progress, feelings of their work and other important items that students communicate to parents, with modeling from teacher.	March 27, 2014	Rebecca Puckett
Activity	Seek Minority Candidates	In Progress	Principal will review applicants for any openings to ensure that the interview pool is diverse and reflects the diversity of FCPS students	September 30, 2014	Rebecca Puckett
Activity	Seek Minority Candidates	In Progress	Principal will review applicants for any openings to ensure that the interview pool is diverse and reflects the diversity of FCPS students.	June 26, 2014	Rebecca Puckett
Activity	Seek Minority Candidates	In Progress	Principal will review applicants for any openings to ensure that the interview pool is diverse and reflects the diversity of FCPS students.	March 27, 2014	Rebecca Puckett